

Inspection of a good school: Aston-on-Trent Primary School

Long Croft, Aston-on-Trent, Derby, Derbyshire DE72 2UH

Inspection dates:

13–14 November 2019

Outcome

Aston-on-Trent Primary School continues to be a good school.

What is it like to attend this school?

Pupils receive a high quality of education. They respect one another and relationships between staff and pupils are good. Staff have consistently high expectations of pupils. They want pupils to be able to do their best and enjoy what they are learning. Pupils are keen to learn and like coming to school.

Pupils are proud to take on responsibilities such as being a class ambassador, school councillor or playground buddy. They enjoy taking part in the wide range of extra-curricular activities provided for them. Pupils are polite and behave well in lessons and at breaktime. They are friendly and courteous. For example, they hold doors open for each other and line up sensibly.

Pupils say that they are happy and feel safe because staff look after them and care about what they have to say. They speak highly of the school and say that there is very little bullying. They are confident that any bullying would be sorted out quickly.

Parents value the care that staff show for all children. One parent said, 'The teachers here are supportive and approachable. I am so pleased my children come to this school.'

What does the school do well and what does it need to do better?

Leaders are ambitious for pupils. They provide a broad curriculum with rich experiences. For example, they make sure that pupils visit places of worship and meet people from different cultures. Pupils learn about different jobs that people do and leaders plan to develop this further. They want pupils to be well prepared for the future.

Leaders have improved the school since the last inspection. Staff work well together as a close team so that they can meet the needs of all pupils. They say that leaders support them and make their workload manageable.

Children soon settle into the Reception Year. Staff waste no time in teaching children to

read. Children learn to recognise sounds and blend them fluently so that they can read words. Pupils in key stage 1 learn to decode well and read simple texts. Teachers make sure that the books that pupils read match the sounds which they know. Older pupils read longer and more challenging texts, including works of classical fiction. Teachers help pupils to 'read between the lines' so that they can explain what the author means. Some teachers choose exciting and interesting books to read to the class. However, not all pupils get to enjoy this regularly.

Teachers plan work that builds on what pupils know in mathematics. Young children quickly develop a strong understanding of numbers. They learn to form these correctly. Pupils in key stage 1 use different ways to count on and add different amounts. They explain what they are thinking clearly. Pupils are keen to learn their multiplication tables. Some pupils know them very well. Pupils have lots of opportunities to use their mathematical skills to solve problems. They can explain how they have worked out their answers. Pupils said that they feel challenged and that they are given enough help when they find something difficult. Pupils do not disrupt each other's learning. They are attentive and eager to improve.

In history, teachers make sure that that pupils build on what they learned in previous years. They help pupils to see links between what they learned before and what they are doing now. Year 2 pupils place events they know about on a timeline to help them understand when the Second World War began. Older pupils recall information about the Ancient Greeks. They can explain how they have used difference sources of evidence, such as pottery, to find things out about what life was like.

Leaders know that not all curriculum subjects are as well developed. In a few subjects, such as modern foreign languages, pupils do not always have the chance to build on what they learned before. Leaders have a clear plan in place to improve this.

Leaders have made sure that the school supports pupils with special educational needs and/or disabilities (SEND) well. This is a strength of the school. Leaders have high ambitions for these pupils. Teachers know what pupils need to learn next. Leaders check that the support that pupils get is making a difference. The curriculum is adapted well to support all pupils.

Pupils care for each other. They enjoy eating together at lunchtime. Mealtimes are happy and harmonious occasions for the whole school community.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff receive effective training. Staff know what they need to do to keep pupils safe. Staff know how to report concerns and leaders make appropriate decisions about what to do next. They make timely referrals and work well with other agencies.

Pupils say that they feel safe in school and most parents strongly agree. Staff help pupils

to understand a range of risks in life. For example, Year 4 pupils learned about aspects on internet safety. They learned what to do in different situations, such as receiving a bullying text message.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In most subjects, pupils build on what they have learned before. This is not yet the case in all subjects. Pupils do not learn as well in a few subjects, such as modern foreign languages, as they do in others. Leaders should continue to develop the curriculum to ensure that teachers systematically build on pupils' prior knowledge in all subjects.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Aston-on-Trent Primary School to be good on 14–15 October 2010.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 112502 |
| Local authority | Derbyshire |
| Inspection number | 10110152 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 197 |
| Appropriate authority | The governing body |
| Chair of governing body | Chris Jones |
| Headteacher | Lindsey Kalirai |
| Website | www.aston-on-trent.derbyshire.sch.uk |
| Date of previous inspection | 9 March 2016 |

Information about this school

- There have been no significant changes at the school since the last inspection.

Information about this inspection

- I met with the headteacher and senior leaders. I also held meetings with subject leaders, the special educational needs coordinator and other members of staff.
- I carried out deep dives into reading, mathematics and history. This included discussions with leaders, lesson visits, discussions with teachers and pupils, and scrutiny of pupils' work.
- I met with the headteacher in her role as designated safeguarding lead. I looked at documentation relating to safeguarding and the school's protocols for safely recruiting staff. I spoke with staff, parents and pupils and considered responses to Ofsted Parent View.
- I met with pupils. I also spoke with them in the playground and dining hall at lunchtime and at other times during the school day.

Inspection team

John Savage, lead inspector

Ofsted Inspector

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